

# Descriptors of the curriculum for Basic Norwegian for language minorities

## Language activities

<b>End of level ISCED 1 – End of primary</b>
<b>1. Listening</b>
a. receive and give information and messages in a variety of situations (level 2) b. listen to others and respond to stories and descriptions (level 2) c. understand and make use of numbers and quantities in practical situations (level 2)
<b>2. Reading</b>
a. make use of varied and appropriate reading strategies when working with different types of text (level 3) b. retrieve information from technical texts and use it to solve tasks (level 3) c. read fictional texts in different genres and present their own response and reading experience (level 3)
<b>3. Spoken interaction (in a dialogue situation)</b>
a. talk about key persons and actions in a selection of fictional texts and texts taken from everyday life (level 2) b. take the floor, employ technical terms and concepts and participate actively in a variety of teaching situations (level 3) c. talk about how languages can express and help shape attitudes towards individuals and groups (level 3)
<b>4. Spoken production (description, presentation, narrative, etc)</b>
a. tell about some local and key Norwegian personalities, places and events (level 2) b. conduct planned presentations by means of role play, drama, recitation or interview (level 3) c. present their own interpretations of persons and events in relevant work of fiction (level 3)
<b>5. Writing expression (report, article, etc)</b>
a. make use of digital media to write and respond appropriately to messages (level 2) b. employ a varied vocabulary to express their feelings and opinions when writing (level 3) c. produce composite texts with pictures, decorations and a variety of typestyles (level 3)
<b>6. Mediation (summary, report, translation etc)</b>
a. summarize and describe the content of films, plays, radio and TV programmes, and describe their own reactions to these (level 3) b. write summaries of texts about topical subjects from newspapers, periodicals and the Internet (level 3) c. present important themes in some key Norwegian texts (level 3)

<b>A. Linguistic competences</b>
<b>1. Lexical competence</b>
<ul style="list-style-type: none"> <li>a. master different strategies for learning new words and concepts (level 2)</li> <li>b. find and repeat in their own words information in specific technical texts (level 2)</li> <li>c. employ a varied vocabulary to express their feelings and opinions when writing (level 3)</li> </ul>
<b>2. Grammatical competence</b>
<ul style="list-style-type: none"> <li>a. identify and describe different word classes and their functions (level 2)</li> <li>b. employ basic structures for sentence structure and cohesion (level 2)</li> <li>c. employ rules for orthography, punctuation and sentence structure when writing (level 3)</li> </ul>
<b>3. Semantic competence</b>
<ul style="list-style-type: none"> <li>a. explain the significance of certain fixed expressions, important sayings and linguistic images (level 2)</li> <li>b. recognize the following linguistic tools: repetition, comparison and metaphor (level 3)</li> <li>c. compare irony and humour in different languages (level 3)</li> </ul>
<b>4. Orthographic competence</b>
<ul style="list-style-type: none"> <li>a. master the Norwegian alphabet, both upper and lower case letters (level 1)</li> <li>b. associate letters with sounds and put sounds together to form words (level 1)</li> <li>c. employ rules for orthography, punctuation and sentence structure when writing (level 3)</li> </ul>
<b>5. Phonological competence</b>
<ul style="list-style-type: none"> <li>a. express Norwegian speech sounds: vowels, consonants, consonant combinations and diphthongs (level 1)</li> <li>b. compare speech sounds, words and expressions in the mother tongue and Norwegian (level 1)</li> <li>c. enunciate clearly (level 2)</li> </ul>

<b>B. Sociolinguistic competence</b>
<ul style="list-style-type: none"> <li>a. compare different lifestyles, traditions, social conventions and customs (level 2)</li> <li>b. talk about variation in spoken language, the use of voice and body language in different languages (level 3)</li> <li>c. explain how language and genres are used differently in different social contexts (level 3)</li> </ul>
<b>C. Pragmatic competences</b>
<b>1. Discursive competence</b>
<ul style="list-style-type: none"> <li>a. structure texts with headings, an introduction and a conclusion (level 2)</li> <li>b. gives examples on how words and pictures work together in texts (level 2)</li> </ul>
<b>2. Functional competence</b>
<ul style="list-style-type: none"> <li>a. write simple technical texts, composite texts, stories and letters (level 2)</li> <li>b. make use of digital media to write and respond appropriately to messages (level 2)</li> <li>c. speak about their interests, events and experience from everyday life and adapt this to a given situation, purpose or recipient (level 3)</li> </ul>
<b>3. Interactive competence</b>
<ul style="list-style-type: none"> <li>a. receive and give information and messages in a variety of situations (level 2)</li> <li>b. express and give grounds for their personal views, and show respect of those of others (level 3)</li> <li>c. employ communication strategies in planned and unplanned situations in order to understand or make oneself understood (level 3)</li> </ul>

<b>METALINGUISTIC ACTIVITIES</b>
<b>End of level ISCED 1 – End of primary</b>
<ul style="list-style-type: none"> <li>a. talk about communication strategies (level 2)</li> <li>b. reflect on their experiences with different reading and learning strategies (level 3)</li> <li>c. reflect on their own command of several languages and its significance for their own learning of subjects and language</li> </ul>